



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Peter McWalters
Commissioner

May 18, 2006

To: Superintendents, Assistant Superintendents, Special Education Directors, Principals, and
Outplacement School Administrators

From: Mary Ann Snider, Director, Office of Assessment and Accountability
Kenneth G. Swanson, Director, Office of Special Populations
Diane Schaefer, Director, Office of Instruction

Re: District Review of the Rhode Island Alternate Assessment Grade Span Expectations

As you know, a committee of Rhode Island educators has developed a draft of Alternate Assessment Grade Span Expectations in Science (AGSEs) for those students who participate in the Rhode Island's Alternate Assessment program. We write today to ask you to reconvene your district's Grade Level Expectation (GLE) Team to review and comment on this document. Please ensure that your district team has ample representation of special education teachers, especially those who teach children in the Alternate Assessment Program. To assist you in selecting educators knowledgeable about the AGSEs, we have enclosed a list of committee members. We also urge you to involve representatives from out-placement schools located in your district.

Based on the success of the GLE and Science Grade Span Expectations review and last year's AGSE field review in mathematics, reading and writing, we ask that districts and outplacement schools follow the similar process for the science AGSEs; that is, bring together an expanded Grade Level Expectation Team to provide district level input in shaping Rhode Island's science AGSEs.

Like last year, our timeline is tight. We ask districts to submit one summary of their comments by domain **no later than June 23, 2006**. Comment forms are enclosed. RIDE will then review comments and revise the AGSEs as needed. To meet the requirements of NCLB and as a best practice for professional development, RIDE must have the final copy of the AGSEs in teachers' hands in September 2006. Extensive professional development on the AGSEs will be provided to participating teachers during the 2006-07 academic year.

For questions about the AGSEs, please contact Cynthia Corbridge, Office of Assessment and Accountability, at cynthia.corbridge@ride.ri.gov or 222-8497. Thank you.

Enclosures

Telephone (401)222-4600

Fax (401)222-6178

TTY 800-745-5555

Voice 800-745-6575

The Board of Regents does not discriminate on the basis of age, color, sex,
sexual orientation, race, religion, national origin, or disability

Rhode Island Alternate Assessment

Science Alternate Grade Span Expectations Development Committee

Eileen Brown, Cornerstone School, Cranston
Kathleen DiModica, Cumberland High School, Cumberland
Joyce Doblmeier, Rhode Island School for the Deaf
Cynthia Gillooly, Globe Ave. School, Woonsocket
Amy Grattan, The Paul V. Sherlock Center and RITAP
Patti Hien,
Linda Jzyk, Rhode Island Department of Education
Amy Maguire-Burns,
Peter Maroni, North Kingstown High School, North Kingstown
Peter McLaren, Rhode Island Department of Education
Stephanie Racine, Central Falls
Patricia Rakovic
Anna Saccoccio
Susan Tardio
Mary Vierra
Kerri Withrow, Central Falls High School, Central Falls

Facilitated by Cynthia Loudon, Measured Progress

Cynthia Corbridge, Rhode Island Department of Education
Pat DeToro, Measured Progress
Jane Twombly, Measured Progress

Field Review of the Draft K-12 Alternate Grade Span Expectations (AGSEs) in Science

Please Note:

Field Review input needs to be returned to RIDE **no later than** Friday, June 23, 2006.

Please return completed information to:

Cynthia Corbridge

RI Department of Education

Office of Assessment and Accountability

255 Westminster Street

Providence, RI 02903

FAX: 401-222-6667

Email: Cynthia.Corbridge@ride.ri.gov

NOTE: You may submit a compilation of comments by attachment electronically to Cynthia.Corbridge@ride.ri.gov. Any questions regarding Field Review process may be directed to Cynthia Corbridge either by email or at 222-8497.

Directions for Field Review of the Draft K-12 Alternate Grade Span Expectations (AGSEs) in Science

- 1) Convene your district's GLE and/or GSE review team, making sure that special education teachers and out-placement schools in your district are represented.
- 2) Begin the review process using the science domain with which you are most familiar.
There are three review packets, one each for Earth and Space Science, Life Science and Physical Science. Each domain is further divided into the grade spans that will be used for large-scale alternate assessment (K-4, 5-8, and high school).
- 3) Read the Alternate Instructional Terms for Science to familiarize yourself with the use of vocabulary in this document.
- 4) Read in the GSE packet "*About the Draft Rhode Island K-12 Alternate Grade Span Expectations (AGSEs) in Science*" to understand how the draft science AGSEs were developed and to familiarize yourself with the format of the document and the relationships between the Statements of Enduring Knowledge (EK), the state Assessment Targets, the Unifying Themes, the cross-grade span Stems and the AGSEs.
- 5) Use at least one review sheet for each Enduring Knowledge statement. Notice there is a place to provide comments.

Thank you!

Rhode Island Alternate Assessment Grade Span Expectations Science Review Form

Earth Space Science (ESS)

District _____

Primary Review Team Contact _____

Enduring Knowledge Statement Reviewed (circle one):

ESS 1 – Earth

ESS 2 – Solar system

ESS 3 – Universe

Grade Span	#1: Does the AGSE make it clear what is expected?	#2: Is the AGSE at the right grade? Should it be lower or higher?	#3: Does the AGSE allow for multiple means of demonstration of the strand?	#4: Is the AGSE concept captured?	Comments
K-4	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
5-8	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
9-12	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	

Additional comments: _____

Rhode Island Alternate Assessment Grade Span Expectations Science Review Form Earth Space Science (ESS)

District_____

Primary Review Team Contact _____

Enduring Knowledge Statement Reviewed (circle one): ESS 1 – Earth
ESS 2 – Solar system
ESS 3 – Universe

Grade Span	#1: Does the AGSE make it clear what is expected?	#2: Is the AGSE at the right grade? Should it be lower or higher?	#3: Does the AGSE allow for multiple means of demonstration of the strand?	#4: Is the AGSE concept captured?	Comments
K-4	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
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9-12	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	

Additional comments: _____

Rhode Island Alternate Assessment Grade Span Expectations Science Review Form

Earth Space Science (ESS)

District _____

Primary Review Team Contact _____

Enduring Knowledge Statement Reviewed (circle one):
 ESS 1 – Earth
 ESS 2 – Solar system
 ESS 3 – Universe

Grade Span	#1: Does the AGSE make it clear what is expected?	#2: Is the AGSE at the right grade? Should it be lower or higher?	#3: Does the AGSE allow for multiple means of demonstration of the strand?	#4: Is the AGSE concept captured?	Comments
K-4	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
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9-12	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	

Additional comments: _____

Rhode Island Alternate Assessment Grade Span Expectations Science Review Form

Physical Science (PS)

District _____

Primary Review Team Contact _____

Enduring Knowledge Statement Reviewed (circle one):

PS1 - Matter

PS2 –Energy

PS3 – Forces and Motion

Grade Span	#1: Does the AGSE make it clear what is expected?	#2: Is the AGSE at the right grade? Should it be lower or higher?	#3: Does the AGSE allow for multiple means of demonstration of the strand?	#4: Is the AGSE concept captured?	Comments
K-4	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
5-8	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
9-12	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	

Additional comments: _____

Rhode Island Alternate Assessment Grade Span Expectations Science Review Form
Physical Science (PS)

District_____

Primary Review Team Contact _____

Enduring Knowledge Statement Reviewed (circle one): PS1 - Matter
PS2 –Energy
PS3 – Forces and Motion

Grade Span	#1: Does the AGSE make it clear what is expected?	#2: Is the AGSE at the right grade? Should it be lower or higher?	#3: Does the AGSE allow for multiple means of demonstration of the strand?	#4: Is the AGSE concept captured?	Comments
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9-12	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	

Additional comments: _____

Rhode Island Alternate Assessment Grade Span Expectations Science Review Form
Physical Science (PS)

District _____

Primary Review Team Contact _____

Enduring Knowledge Statement Reviewed (circle one): PS1 - Matter
PS2 –Energy
PS3 – Forces and Motion

Grade Span	#1: Does the AGSE make it clear what is expected?	#2: Is the AGSE at the right grade? Should it be lower or higher?	#3: Does the AGSE allow for multiple means of demonstration of the strand?	#4: Is the AGSE concept captured?	Comments
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9-12	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	

Additional comments: _____

Rhode Island Alternate Assessment Grade Span Expectations Science Review Form
Life Science (LS)

District_____

Primary Review Team Contact _____

Enduring Knowledge Statement Reviewed (circle one):

LS1 – Living Organisms
LS2 – Matter Cycles and Energy Flows
LS3 – Evidence of Change Over Time
LS4 – Humans

Grade Span	#1: Does the AGSE make it clear what is expected?	#2: Is the AGSE at the right grade? Should it be lower or higher?	#3: Does the AGSE allow for multiple means of demonstration of the strand?	#4: Is the AGSE concept captured?	Comments
K-4	Yes Somewhat No	Right grade level Should be at lower grade Should be at higher grade	Yes Somewhat No	Yes Somewhat No	
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Additional comments: _____

Rhode Island Alternate Assessment Grade Span Expectations Science Review Form
Life Science (LS)

District_____

Primary Review Team Contact _____

Enduring Knowledge Statement Reviewed (circle one):

LS1 – Living Organisms
LS2 – Matter Cycles and Energy Flows
LS3 – Evidence of Change Over Time
LS4 – Humans

Grade Span	#1: Does the AGSE make it clear what is expected?	#2: Is the AGSE at the right grade? Should it be lower or higher?	#3: Does the AGSE allow for multiple means of demonstration of the strand?	#4: Is the AGSE concept captured?	Comments
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Additional comments: _____

Rhode Island Alternate Assessment Grade Span Expectations Science Review Form
Life Science (LS)

District _____

Primary Review Team Contact _____

Enduring Knowledge Statement Reviewed (circle one): LS1 – Living Organisms
LS2 – Matter Cycles and Energy Flows
LS3 – Evidence of Change Over Time
LS4 – Humans

Grade Span	#1: Does the AGSE make it clear what is expected?	#2: Is the AGSE at the right grade? Should it be lower or higher?	#3: Does the AGSE allow for multiple means of demonstration of the strand?	#4: Is the AGSE concept captured?	Comments
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Additional comments: _____

Rhode Island Alternate Assessment Grade Span Expectations Science Review Form
Life Science (LS)

District _____

Primary Review Team Contact _____

Enduring Knowledge Statement Reviewed (circle one):

LS1 – Living Organisms
LS2 – Matter Cycles and Energy Flows
LS3 – Evidence of Change Over Time
LS4 – Humans

Grade Span	#1: Does the AGSE make it clear what is expected?	#2: Is the AGSE at the right grade? Should it be lower or higher?	#3: Does the AGSE allow for multiple means of demonstration of the strand?	#4: Is the AGSE concept captured?	Comments
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Additional comments: _____

